DOCUMENT RESUME

ED 220 406 SP 020 444

AUTHOR Tatum, Juanita Bowman; Blair, Marion R., Ed.
TITLE Peer Participation: A Key to Responsibility.
PUB DATE May 82
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Techniques; Codes of Ethics; *Discipline; Grade 7; Junior High Schools; *Moral Development; Parliamentary Procedures; *Peer Influence; *Peer Relationship; Socialization; *Student Participation; Student Responsibility; Teaching Methods

ABSTRACT

For a successful transition to adulthood, young people need opportunities to be responsible, caring, participating members of society. A study was designed to test the effectiveness of peer discipline control in seventh grade classrooms. The context was a language arts class in which the students were learning parliamentary procedures. A class club was formed, with officers serving on a rotating basis. The purpose of the club was not only to teach rules of order and decision making in organizations, but also to apply a code of behavior to the classroom situation. It was the students' responsibility to not gain demerits for violating the behavior code. Club officers helped to interpret and enforce the code. A survey showed that all of the students participating in the clubs felt that their attitudes about peer participation and responsibility had improved. As a result of this finding, peer participation in classroom discipline is recommended as a key to positive junior high school student behavior. (FG)

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PEER PARTICIPATION

A KEY TO

RESPONSIBILITY

by

JUANITA BOWMAN TATUM

Edited

by

DR. MARION R. BLAIR

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SP 020 444

ABSTRACT

Education, Junior High, Discipline

May 12, 1982

Topic-Responsibility, Peer Participation

Peer Participation - A Key to Responsibility

North Carolina, Winston-Salem State University - Winston-Salem

Researcher: Juanita Bowman Tatum

Problem

Teachers in the junior high schools fail to see the need for peer control in the classroom.

Related Studies

A study was made of seventh grade students in the junior high schools of the Winston-Salem/Forsyth County Schools Language Arts classes. A review of related literature revealed that there is a need and demand for improved discipline techniques for the classroom.

Hypothesis

Seventh grade students will achieve and conform to the rules administered in a classroom, if they have imput into the formation of them.

Summary

This study was to determine whether the use of students in a class club atmosphere could prove positive when they are being used to assist and reinforce discipline in the classroom. A reward type approach was used in one of the schools. The other schools used only the club approach to teach Parliamentary Procedure. There was no correlation in the other schools of the Language Arts and responsibility of peers in a classroom club.

Conclusion

A comparison of the two groups indicated in the survey that students responded

well to questions asked and would like to participate in such a program. The students already participating in the program using peer responsibility showed positive attitudes and results indicated that the observed peer behavior was related to the social status of the child. Classroom differences in the strength of the relationship between the teacher and the students proved positive and criterion measures the need for further research, or actual application in the other junior high schools.

Recommendation

This innovative technique is highly recommended for use in the junior high schools. It is recommended to be used as a part of the Language Arts program in the seventh grade.

Introduction

Peer Participation - A Key to Responsibility

This research was conducted as part of a project that has as its purpose developing formative evaluation systems for teachers to use in improving discipline problems with the use of peer responsibility, as an outgrowth of a lesson in the Language Arts program on Parliamentary Procedure.

The particular part of the research project described here was conducted to first answer the critical question of whether or not junior high students are mature enough to control peers with responsibility. The question arises for several good reasons; available measures of discipline control ordinarily cannot be used routinely in a formal classroom setting daily. First, available measures must be applied depending upon the situation at hand. Secondly, the format of repeated measures soon classify students into problem categories or suspended; rather than offer incentive for improvement with responsibility.

The research and development program with a correlation of Language Arts, of which the present studies are a part, was designed to systematically construct formative evaluation procedures for peer control with responsibility in a program that specify techniques to measure behaviors that distract instruction which has learning as its goal. Other procedures to consider are recording, time allotment, and the correlation of conduct grades and evaluation.

The strategy employed in the present research was first to review available literature on peer responsibility, control, and discipline; secondly, to develop measurement procedures for taking data on student participation in discipline control; and thirdly, to determine the reliability and validity of the measure by correlating the scores obtained with scores from available measures being used by

seventh graders.

To be considered for inclusion in a formation evaluation system, the developed measures had to fulfill the following criteria:

1. They must be valid with respect to widely used measures of discipline control.
2. They must be immediately sensitive to the effects of relatively small adjustments made in instructional materials available, motivational techniques, and administrative arrangements (e.g., adjustments in grouping, setting for instruction, teacher/student time, etc.).
3. They must be easy to administer by teachers, and easy to follow by students.
4. They must be inexpensive to produce.
5. They must be unobtrusive with respect to routine instruction.

The researcher's desire is that regardless of personal, philosophical, theoretical, historical, and current situational constraints, those responsible for ensuring the quality of learning, through student participation, will continuously evaluate the impacts of social behaviors of their individual students. The measurement procedures that are described here are an important first step in the development of such an evaluation system for the classroom.

Since Parliamentary Procedure is a part of the Language Arts program, little extra work is needed on the part of the classroom teacher.

Review of Related Literature

Peer relationships play an important role in their social adjustment. Peer interactions provide opportunities to rehearse life roles and engage in fantasy play. They also provide the context for practicing cognitive skills essential for normal adult functioning. Peers serve to provide emotional security and set norms for appropriate behavior. These and other important functions of peers have led researchers to describe interactions as critical for normal development. There is evidence that children without friends are an "at risk": they are more likely to drop out of school, have higher incidences of mental health problems, and are more likely to engage in juvenile delinquency.[1] Therefore, it appears important to help children who have peer relationship problems. It is also likely that children may lack friends because they may not be skilled at prompting and reinforcing approach behaviors in others.

Clusion

In their review of social adjustment research, Asher, Oden, and Gottman stated that "it seems.....that children who lack friends do not positively reinforce interpersonal contact".[2] The research on reciprocal nature of student's behavior provides evidence to suggest that one should focus attention on the behavior of peers toward the student interest in order to validly index that child's status.

Much has been written in regard to discipline problems and the causes or results; however, very little has been written on the responsibility being placed on the student in the form of peer control. A summary of twelve years experience in administering this type instrument and related tactics of other researchers will be given here.

This writer believes that maturity is measured by one's ability to accept and follow through on responsibilities for one's work and one's community.[3] To make the transition to adulthood, young people urgently need opportunities to be responsible, caring, participating members of our society.

In adolescence, young people begin to define self-worth in terms of what they are able to do and the impact they have on their surroundings. By denying young people an immediate role in our society we prolong their dependence, undermine their self-esteem, and cripple their capacity to care.

The problem of empty adolescence is relatively recent. Parents often attempt to shield their children from responsibility. Instead of being seen as contributing to their families, young people are more often seen as a burden to them.

By age 10 or 12 most youngsters are physically mature and through the influence of television and other media, tremendously knowledgeable about the world around them. Society offers little for them to do in the intervening years, even though this is the time when they most urgently need to examine and explore the alternatives that will be available to them as adults.

Schools have borne the brunt of this problem. Society has assigned to schools the talk of occupying young people and "preparing" them for adulthood. Schools that were originally organized to meet a students intellectual needs have been slow to accept the responsibility for meeting the total needs of young people. Actually the best learning usually occurs when students are motivated by present needs when they see the link between what they study and what they do.

The concept of adolescence as a waiting period reflects our societies failure to understand or respond to the needs of youth. The sad consequence is that young people often turn their energies toward activities destructive to themselves and the society that ignores them. The Gallup polls of attitudes toward education perennially report that adults consider discipline the number one problem in school. Three cases of youth participating in projects documented in National Commission on Resource for youth are showing progress. They are: 1. Students in a Connecticut class learned that a school built in 1799 was to be demolished, so they raised the money and did the work to renovate it and move it to its original location. 2. Teenagers in

California including delinquents and the handicapped co-operate with adults to run a food service that makes inexpensive food available to senior citizens. 3. Rap Roon is a peer-counseling project in New York in which students can talk to, share with and get advice from other students on topics ranging from sex to parental separation; academic failure to friendship.[4]

These programs are not isolated examples. Instead they are the predicable results when young people are given responsibility for work that has meaning to them. By challenging young people to do something difficult, we allow them to discover untapped resources within themselves. By providing setting in which something important depends upon their efforts, we offer them the opportunity to prove themselves reponsible.

The National Commission on Resources for Youth has been in operation 13 years. It was founded by concerned educators, social scientists and business people. The clearinghouse files are bulging with thousands of projects the youth have taken action resulting in significant improvements because of their participation in areas where they assume responsibility.[5]

Features of this program are first, they require decision making by adolescents. Second, they involve young people in working relationships with adults. Third, the activity of the young people satisfies a genuine need in the school or community. Fourth, the program provides regular opportunities for students to reflect on their work and learn skills related to it.[6] From an educator's point of view, youth participation is an ideal way of motivating students to learn traditional subjects.

In order for a program such as this to benefit fully from the aspect of youth participation, teachers must accept a different role. Instead, of being all-knowing authorities, teachers must become facilitators. Instead of organizing projects and assigning roles, teachers must draw out of young people their own talents for leadership and decision making.

Even well-intentioned adults often find it difficult to give up the notion that they "know what is best" for young people.

In many cases, the young people themselves are so conditioned to be passive and dependent that they will be suspicious and reluctant to take responsibility when it is offered.

The teacher must have the confidence that students can handle responsibility and the patience to wait until the students believe that themselves. Teachers must also restrain personal tendencies to dominate and intervene so that students can develop their own leadership. The adult role is like that of an advocate who draws out of the students alternative plans of action. When problems surface, adults and students examine potential solutions until the students are ready to choose a course of action.

Obviously, youth participation deviates from traditional school curriculum; yet the benefits outweigh the risks. Teaching responsibility may, indeed, be more challenging than teaching the other R's. There are no textbooks, no visual aids, no achievement tests. There are, however, visible signs of success --- the confidence of young people who have made a recognized contribution, the motivation of young people who believe that their effort matters. Measurable or not, these are the qualities of caring, contributing adults. Youth participation is a proven way of producing those qualities in young people, thereby helping them with the difficult transition to adulthood. Educators could have no better goal.

Operational Blue Print

1. Students are taught how to organize a classroom club as a part of their unit in Language Arts on Parliamentary Procedure.
2. A class club is set up on a rotating basis with seven students serving as officers for one school quarter. (students elect officers)
3. A chart is posted with every student's name on it with spaces to code behavior.
4. Class officers conduct a meeting to decide what types of behavior are accepted.
5. Each student is given 10 merits. It is up to the student to keep all 10 which constitutes excellent behavior. Grading is done on a point system. Those points retained are added to grade points and used to determine type of conduct grade given at the end of the quarter.
6. Officers are given their duties:

   President - presides (serves as a monitor, assists teacher or substitute, codes loss of merits on the chart after giving that person a warning)

   Vice-President - assists president, counts all votes, is the audio-visual helper

   Secretary - keeps records and minutes of each meeting, passes and collects all papers, books and other materials;.also files papers for parents

   Assistant Secretary - helps secretary in his or her duties

   Treasurer - collects donation of a penny on up for illnesses that require hospitalization, deaths, and class activity days purchases, keeps a record of all transactions (if a student loses a lunch ticket or does not have money for lunch, he or she may borrow from the class club placing an IOU in the collection container)

   Assistant Treasurer - helps with monetary duties of the treasurer

   Sergeant-at-Arms - maintains order during meetings or at any time that the teacher is busy or out of the room, records demerits on the chart after warning the student, also assists the president whenever necessary as a monitor

Example Code System for Demerits

1. Code one is placed in the square beside the name of the offender if he or she violates that code, the same thing is done with all five codes. Each student can look at the chart whenever he wants, to see how many demerits are coded there.
2. The only time codes are removed is upon parent request and there is a total about face in the behavior of that student.
3. When a student has lost five of his merits a letter is sent home to his parents or guardians letting them know that the conduct needs improving immediately. It must be returned signed, if not, parents are called on the phone concerning the matter.
4. When a student loses all ten merits, he is sent to the office over the next offense and gets an unsatisfactory grade on his report card.

Demerits

1. Fighting, clowning, running, drumming.....
2. Throwing objects.....
3. Excessive talking or yelling out .....
4. Eating or chewing gum
5. Tardies to class

All codes subject to change depending upon the needs of the class.
Students are not allowed to code demerits on chart during absence of the teacher. Instead, they record on a piece of paper and explain to teacher upon return. Teacher decides justification according to substitute's report.

It is the goal of every student to keep all ten merits each quarter for excellent conduct and improved grades. Special activities are permitted frequently for good behavior.

When an individual is able to modify and control the environment that in turn controls him, then perhaps he has achieved an appropriate level of independence.

Before structuring training for independence teachers should: 1. assess specific values that they cherish and arrange in order of most to least important; 2. define specific behaviors; 3. teach these behaviors alone or in groups.

Operational Blue Print

Desired Behavioral Amplification

1. The desired behavioral amplification outcome of this research study is to provide a simple means of allowing students on the junior high level to participate in a learning situation while showing responsibility in activities involving peers.

Research Objectives

1. To prove that junior high school students are mature enough to assist in discipline control.
2. To prove that peer control works.

Behavioral Objectives

1. To explain how rules of order work to safeguard the democratic process in any decision-making organization.
2. To show the steps involved in forming an organization, and to describe the rights and responsibilities of the officers and members.
3. To define the purposes and uses of voting on motions in a meeting being conducted.

References: Henry Martyn Robert's - Robert's Rules of Order

Marguerite Blough's - Guide to Modern English 7

Teaching - The Art of Discipline

The reason we discipline is to provide each child with behaviors necessary for individual productivity. Realizing that decisions determining what constitutes these basic behaviors (curriculum) are our responsibility, we should structure wisely and not deceive ourselves by stating that children are deciding all things for themselves. Every teacher should initially realize that the teachers' primary responsibility is to acculturate the child.[7]

Discipline is a process whereby certain relationships (associations) are established. It is a way of behaving, conducive to productive ends. First, it must be taught; secondly, it must be learned, i.e., internalized.

Why do we discipline? It is helpful if a child is to function properly.

What does discipline take? In his book Profiles in Courage, the late President Kennedy stated the problems of the polictician in forcing the demands of continued popularity as opposed to having the courage to act on his convictions.[8]

The question of discipline is not one of strictness or permissiveness but one of cause and effect relationships. Discipline takes courage.

The desire to learn must be taught. Appropriate learning behaviors, such as good study habits, paying attention, or working for long periods, must be established that provide some reward for the child. Why don't they learn? Because the rewards of learning have not been clearly established.

Long-term rewards help in establishing maturity. Start first week of school setting up club;.....

Power by whatever name is one of the most contingent of all behavioral interactions. We prefer to talk about responsibility, duty, or rights instead of power.

Teachers who do not make clear differentiation in their own thinking about who decides, probably will have many problems.

Suggestions for classroom theme proven successful, from Cleveland, Ohio:

We've got PRIDE

P-ersonal growth and self-esteem

R-espect and dignity

I-ndividualed expectations

D-evelopment of skills for the future

E-xcitement for learning

Our goal is to make our schools good places for students and teachers.[9]

Discipline Code Suggested for Setting up Class Club:

1. attend class
2. no alcohol
3. no weapons
4. no gambling
5. no smoking
6. no cheating
7. Treat all with respect for dignity, welfare, and material goods.[10]

Irritants - To Students from Students:

1. cutting each other down verbally
2. rip-offs
3. physical violence
4. delay, joking, irrelevant chatter to hold class back
5. sexist or racist views
6. extortion

As a positive activity, have students compile a list of irritants in each category listed. Let list serve as a basis for comparison and discussion that could lend to some positive actions from peers.[11]

Behavioral Change

Teachers who start early to teach students precise definitions; specific definitions and specific allocations of power will be better able to deal with apparent inequities as situations arise. Some teachers refer to this structuring as defining limits or specifying acceptable behavior regarding such aspects as social relationships, prosperity, honesty, and so on ..... If a teacher states precisely what power resides with the teacher and what decisions rest with the student, perhaps the student will continuously strive to earn more privileges rather than feel sorry for himself because he is not permitted to do something. Issues regarding power are not easy to establish. Much like issues concerning "fairness" problems relating to power rest on the values of all individuals concerned.

Behavior refers to anything a person does, says, or thinks that can be observed directly or indirectly. [12]

Behavioral Change must be based on a reason; people work for things that bring pleasure, approval of loved ones; people change behaviors to satisfy desires they have been taught; people avoid behaviors they associate with unpleasantness and people act in similar ways to behaviors they have often respected.

Many times students, when making rules will ask for talk time. Permit to enhance learning of appropriate behavior during a conversation.

Techniques of reinforcement can be so effective that every teacher ought to choose important value ideas to be implemented within the classroom.

Teachers must define values (ideas) so that the way students act provides some overt evidence as to whether the student is developing the particular patterns of responses that we desire.

A specific behavior is anything a person does that can be observed and measured. This is the first step in structuring any learning sequence: to decide value so that the behavior of the student provides some indication that learning is taking place.

Specificity is the key to behavioral analysis; the teacher must deal with each situation in order to teach proper associations.[13] Differentiating in terms of one specific behavior that occurs in a particualr situation is the key to effective teaching. Disciplining a student, therefore means something different in each situation if procedures are to be effective.

Behavioral research demonstrates that if subject matter can be: 1. geared to the student of his level, 2. presented in logical sequence, 3. appropriate feedback concerning correct-incorrect responses, and 4. contingent rewards given for successive approximations toward defined goals, then learning will certainly take place.[14] Exactly the same principles apply to teaching subject matter, apply to teaching social skills. Subject matter is discipline. Goals are necessary.

Recording Procedures: If undesirable behavior in a classroom is defined as standing up, instead of doing work at desk, many students walk around room. The first procedure would be to know precisely how much standing up is taking place. If it's not recorded, then the teacher will have no record of improvement. When told, some will sit down, others will continue popping up. If it's recorded, the teacher will know the frequency of the behavior. The same basic procedure may be used for speaking out, talking, playing at desk, looking out the window, cheating, hitting, sharpening pencils, disturbing others, crying, or any conceivable behavior. It is important for a teacher to have a record for social behavior as well as for academic behavior. A general "all right" or "satisfactory" will not accurately assess a student's academic progress over a period of time; neither will it accurately assess his social behavior. The time these behaviors take to record does not compare to the time a teacher spends repeating nagging instructions. Record misbehavior problems immediately to be effective.

A simple classroom definition of conflict is: the necessity to select between different needs to be met in a limited period. [15]. For example, the need to be warm and comfortable, and the need to pass a difficult test in a cold crowded classroom. Next evalutation of alternative behaviors and possible comprises must be made.

A conflict exceeding a student's ability to achieve a positive resolution could occur when peer pressure seems to demand a specific response from the student involved.

Aggression: a way of behaving and does not apply to all conflicts. It is a way of asserting oneself which can lead to functional or dysfunctional classroom behavior. Self-generated when influenced by some type of introspection or daydreaming the student acts out physically or verbally that aggression which is part of the inner self.[16]

Deal with conflicts on three levels:

1. Preparation. Helping students identify and develop their inner resources for conflict resolution (skills, values, clarification, sharing alternative choices of behavior, understanding consequences of choices made).
2. Observation: Recognizing signals or factors of a developing conflict, which may lead to disruptive behavior or even violence.
3. Action: Dealing with conflict immediately in violent situations.[17]

The Process of Conflict Resolution

When individuals or groups with specific needs, goals, ideas, and values encounter other individuals or groups with different needs, goals, ideas, and values, a conflict may develop.

Based on perception of a problem by the parties and their inner and external resources processes will be developed to resolve the conflict by:

A. Negotiation - talking about individual or groups position in the conflict and discussing what can be done.
B. Compromise - both parties in conflict giving up something to resolve the problem.
C. Arbitration - seeking consultation or help from an outside source when the conflict

becomes too difficult to manage.

D. Avoidance or Postponement - waiting for a more suitable time and/or place to handle the conflict when parties are more conciliatory.[18]

Peer group pressure and open discussion can have a positive effect if the teacher handles the situation well.

1. Aggression: acting in a hostile or forceful manner.
2. Conflict Resolution: the settling of a conflict employing processes such as negotiation, compromise, etc., or by physical or verbal violence.
3. Values: persons, ideas, goals, things and life styles that a person thinks are important.[19] Values are important determiners of actions, giving direction to behavior and assisting in getting goals.

Values help direct what we do, what we think about, how we spend our resources, what we admire in others, choices we made and the goals toward which we work.

The use of group approval-disapproval is very effective, particularly with this age student. When activities are given or denied contingent on the behavior of all concerned, the children themselves will take the responsibility for discipline and it will start to evolve from within the group.[20] Peer approval is extremely important to teen-agers.

Is Time Important?

Time and control of reinforcement schedules across time is imperative. Reinforcers can be delivered on many different schedules depending on the circumstances (fixed time, fixed interval, variable time, variable interval or mixed).[21] The job of the teacher is to meet the student where he is and then progressively take him to the point where he will be content to wait for longer and larger rewards while still exhibiting proper behavioral attitudes (e.g. structuring progressive work tasks toward final grades). Actually, many people guard time more jealously than anything over which they have no control. The art of living evolves from the structure of meaningful activities in time. Is time important? Yes, Time is life.

Inconsistency teaches just that --- inconsistency. At best it produces gambling children, at worst large-scale mental illness. The most difficult task for a teacher is consistency. The teacher plans how the contingencies are to be structures, organized rules ar best to follow through.

Evaluate - Be prepared to stay with the program long enough to ascertain its effectiveness. Compare increasing, decreasing or remaining the same behavior patterns. Learn from mistakes. If at first you don't succeed..... try again.

It is clear that the final goal of the education process is to provide the student with behaviors necessary for self-discipline. Indeed, persons who we as teachers have the privilege to instruct and teach at some future time must be able to be independent. Praise does feel good. Children addicted to praise will most often engage only in behaviors guaranteed to be rewarding - that is the behavior that have been reinforced in the past.[22] They may downgrade themselves, counting on the teacher to bring them up. Praise helps self-concepts. It helps them master basic skills but use them in discretion to prevent side-effects. Misconduct results from discontent. To correct this situation it will be necessary for policy makers to create more opportunities.[23]

Effective Transitions between classroom activities.....they can limit pupil stress and distribution disruption.[24] To do this, we must:

1. Plan an orderly schedule.
2. Implement positive management techniques.
3. Think through relationships and sequences of activities.

Summary: Over the years, we have been able to identify and document six most common passive-aggressive tactics used in the classroom.[25]

1. Selective vision-seeing what we want
2. Selective hearing-prefers not to hear
3. Slow-down tactics saying continually I'm coming.....

4. Losing object - here a child continually leaves his possession everywhere but in the right place.
5. The "destructuve volunteer", helpful but unable - always causing conflict.
6. The "don't ask me for help" tactic --- asks for help but refuses to accept.[26]

From day one the teacher and child enter a conflict cycle in which each reinforces the other's behavior and feelings. Incidents begin as minor, but as weeks pass they become more hostile. The outcome is a major power struggle, in which the teacher may win the battle but lose the war, for the teacher is acting out the pupil's self-fulfilling prophecy that adults are dangerous when they become angry and out of control. To break this cycle, the teacher must: understand the behaviors and feelings of the child, that anger is being invoked, and form a monologue to help herself or himself realize the reason for passive-aggressive behavior.....evaluate herself as well as provide time for general discussions.

Progressivists have identified self direction, interest and motivation as the leading concepts related to classroom discipline.[27] Self-direction and social responsibility are both in legacy. Discipline should be viewed as an educational problem, not just administrative or managerial.[28]

Dr. Paul Gump, Dr. James Ryan and Jacob S. K'ouin started some research on what they called the "ripple effect": how a teacher's method of handling the misbehavior of one student influences others who are audiences to the event but not themselves targets. Example: when one is disciplined all others get quiet and obey whatever is asked. Desist: used to designate a teacher's doing something to stop misbehavior.[29] A study of desists showed that they could be scored along three major dimensions: clarity, firmness, and roughness.

Clarity refers to how much information the teacher provided in her desist. A simple "stop that", no matter how emphatically uttered, has little clarity. Clarity is specified when you say who? What happened? What should be done?, such as "Billy,

you are not to push in line".[30]

Firmness: refers to the degree to which the teacher sacks an I-mean-it! and a Right-now! quality to the desist. After saying "stop it", firmness is added when you "follow - through" you look at that person until conduct improves.[31]

Roughness: refers to desists in which the teacher expresses anger or exasperation, angry looks, remarks, threatened or actual punishment, or physical pressure beyond firmness. (such as shaking or spanking)[32]

The findings must haveconcluded that the techniques of dealing with misbehavior, such as are not significant determinants of how well or poorly children behave in classrooms or how successful a teacher is in preventing one child's misbehavior from contaging others.

A classroom teacher must learn to make value judgments based on: professional knowledge of conflict resolution, humanistic philosophy pragmatic understandings, and an awareness of the use of power.[33]

Learning to make reasonable decisions that prevent escalation of already charged conflicts in the classroom is a goal for which all teachers should strive.

Teachers should also learn to recognize alternatives in conflict situations and be able to determine the positive or negative consequences on each alternative they consider.

Communicate to your students that you will not try to violate their dignity or belittle them.

Understanding basic human needs is the foundation for further understanding the causes of human behavior. Needs are, love, safety, self-esteem, food, shelter, and sleep.....[34]

Student (Data)

Survey

School Winston-Salem/Forsyth County School

Involved - 330 requests Returned 280 @ 85%

Questions	Walkertown Junior High #1 - Yes	Other schools #2 - No	#3 - N/A	#4 - other
1. Do you participate in a class club?	120	116	13	31
2. Are you an officer of the class club?	42	209	03	26
3. Were you elected by peer classmates?	42	78	86	74
4. Do you feel comfortable as a participant?	116	120	13	31
5. Do you feel comfortable as a leader/ officer?	91	29	86	74
6. Is a merit system used for discipline?	120	160	0	0
7. Are rewards given for good behavior?	120	114	13	33
8. Are the rules made by students and the teacher?	120	128	12	20
9. Is there enough time during periods for meetings?	110	101	23	46
10. Are you more aware of your behavior daily since being a member of the class club?	103	17	23	137
11. Are you hostile when disciplined by a peer officer for breaking one of the rules?	67	53	20	140
12. As a consequence of your participation in the class club, has your attitude about peer participation and responsibility improved?	120	16	70	74
Total				

Survey

School Walkertown Junior High

Walkertown Junior High served as 34% of total returned which was 280.

Questions	% of 280 returns	% of 120 Walkertown Junior High	#3 - N/A	#4-othe
1. Do you participate in a class club?	42%	100%		
2. Are you an officer of the class club?	15%	35%		
3. Were you elected by peer classmates?	15%	35%		
4. Do you feel comfortable as a participant?	41%	96%		
5. Do you feel comfortable as a leader/ officer?	35%	75%		
6. Is a merit system used for discipline?	42%	100%		
7. Are rewards given for good behavior?	42%	100%		
8. Are the rules made by students and the teacher?	42%	100%		
9. Is there enough time during periods for meetings?	38%	92%		
10. Are you more aware of your behavior daily since being a member of the class club?	36%	85%		
11. Are you hostile when disciplined by a peer officer for breaking one of the rules?	23%	64%		
12. As a consequence of your participation in the class club, has your attitude about peer participation and responsibility improved?	42%	100%		
Total				

Survey

120 students particpate in class clubs at Walkertown Junior High.

160 students have some other type of club without parliamentary procedure as a responsibility for discipline.

50 questionnaires not returned.

Survey

Over 75% favorable averages for class club at Walkertown Junior High.

Of the 10 other schools surveyed, none are using parliamentary procedures as a class club with discipline.

It was noted by 9 school teacher surveys that they are teaching parliamentary procedure.

Other means of rewards and punishment were noted at 10* of the schools. (*Teachers requested copy of final report.)

1 school did not report.

Teacher - Questionnaire

School: Subject: Grade:

Walkertown Junior High Only

A study is being made on peer discipline control in the Junior High school. You have been identified as a Language Arts teacher, who would be familiar with controlled behavior. Considering your knowledge and observations of Junior High students, please indicate your methods of control in the area of peer assistants.

Place your numbered answer in the box provided at the left for each question. Please do not leave any questions blank.

1# - Yes 2# - No #3 - Not applicable 4# - other

1. Are your students mature enough to cooperate in a class club?

   3 replied yes

2. Are you using student peers to control discipline in the form of officers?

   3 replied yes

3. Do you have problems with students treating each other unfairly?

   2 replied no; 1 replied sometimes

4. Are your students willing to accept punishment without resentment?

   2 replied yes; 1 replied sometimes

5. In your opinion, are the students demonstrating a greater degree of confidence?

   3 replied yes

6. In your opinion, are the officers/monitors appearing more attentive to problem behavior?

   3 replied yes

7. If you do not have a classroom club, would you like to have more information on how to set one up to control discipline?

   3 replied not applicable

8. Would you like to have information on setting up a merit system for good behavior in your classroom?

   3 replied no

Need for Additional Research.....

Even though much has been written in regard to the prevalence of deceptive behavior, the incidence and causes of delinquency and criminality, and mental traits of moral deviations; but only a brief summary of the work done on peer control and youth participation in classroom discipline which are very closely related to the one at hand.

Several articles attempt to measure the amount of peer control with responsibility in adolescents; however, none show research on the actual application of the problem.

Conclusion

"Peer Participation" is a key to positive student behavior and is a function of situational factors and characteristics of the individual student.

"Peer Participation" is characterized by one degree of consistency in a day by day schedule of planned activities. It is limited to the classroom; it is flexible; and situations are variable with varying degrees of probability. It is a function of personal behavior of each individual. It is distinguished as it is involved in specific class situations involving discipline control. It is observable as it is characterized by expression.

"Peer Participation" shows iniative to gain good grades and high goals which are necessary to survive in this adult society.

It does seem that what we teach, in preparation for life, deserves a long and searching look.

Recommendation

This innovative technique is highly recommended for use in the junior high schools. It is recommended to be used as a part of the Language Arts program in the seventh grade.

Footnotes

Micro Form Reproduction

[1]Stanley L. Deno, Phyllis K. Mirkin, Steven Robinson, and Patricia Evans. Relationships among Classroom Observations of Social Adjustment and Sociometric Rating Scales. (Institute for Research on Learning Disabilities, Minnesota: ERIC Document Reproduction Service, EC 131713, 1980), p. 9.

[2]Ibid.

[3]Mary Conway Kohler, "Youth Participation", Phi Delta Kappan (February 1981) pp. 34-38.

[4]Ibid.

[5]Ibid.

[6]Ibid.

[7]Charles H. Madsen Jr. and Clifford K. Madsen, Teaching Discipline: A Positive Approach for Educational Development 3rd ed. (Boston: Allyn and Bacon, Inc. 1981), pp. 6-74

[8]Ibid.

[9]Eugene R. Howard, School Discipline Desk Book (West Nyack: Parker, 1978) pp. 21-25.

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[11]Groce Contrino et al, Report on a Study of Handling Conflict and Aggressive Behavior in the Classroom (Portland: J. Weston Walch, 1977) pp. 1-31.

[12]Madsen, Ibid.

[13]Madsen, Ibid.

[14]Madsen, Ibid.

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[16]Contrino, Ibid.

[17]Contrino, Ibid.

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[20]Madsen, Ibid.

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[22]Rick Curwin, "Can Students be Addicted to Praise?" The Instructor (October, 1980): 61-62.

[23]Daniel L. Duke, "School Discipline Policy in 1980's, "Contemporary Education" Lll (Fall 1980): 24-29

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[25]Michael Berres and Nicholas J. Long, "Coping with Passive-Aggressive Pupil Behavior," The Pointer XXIV (Fall 1979): 27-31.

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[27]Regina S. Jones and Laurel N. Tanner, "Classroom Discipline: Unclaimed Legacy from Progressive Education," Phi Delta Kappan LXII (March 1981) 494-97.

[28]Ibid.

[29]Contrino, Ibid.

[30]Kounin, Ibid.

[31]Kounin, Ibid.

[32]Kounin, Ibid.

[33]Kounin, Ibid.

[34]Contrino, Ibid.

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